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SILVER MEDAL AWARDED AT JAMESTOWN  
(Highest awarded any school)

MEDALS AWARDED PLAINFIELD SCHOOL WORK



**R** E P O R T of the Board  
of Education of the  
City of Plainfield,  
New Jersey, for the School Year  
Ending June the 30th, 1908 ::



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# Board of Education

1908

## OFFICERS.

*John B. Probasco, M. D.....	President
Leander N. Lovell.....	Vice President
Floyd T. Woodhull.....	Secretary
Frank B. Clark.....	Clerk

## MEMBERS.

	Term Expires.
Leander N. Lovell, 112 Crescent Avenue.....	1907
Eugene M. Cave, 48 Sandford Avenue.....	1908
†John B. Probasco, M. D., 175 East Front Street.....	1909
Charles F. Abbott, 966 Central Avenue.....	1910
Floyd T. Woodhull, 926 West Front Street.....	1911

## SUPERINTENDENT OF SCHOOLS.

**Henry M. Maxson.**

Office Hours

8.30 A. M.—9 A. M. on School Days.

## MEDICAL EXAMINERS

T. H. Tomlinson, M. D., 212 East Seventh Street.	A. F. Van Horn, M. D., 514 Central Avenue.
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\*Died February, 1908, and Leander N. Lovell appointed President, and Charles F. Abbott Vice President.

†William S. Tyler, appointed to fill the vacancy until next annual election.

# Standing Committees

## 1908

### Teachers and Text Books:

J. B. Probasco,                      L. N. Lovell,                      C. F. Abbott

### Books, Stationery and Supplies:

F. T. Woodhull,                      E. M. Cave,                      J. B. Probasco

### Buildings and Repairs:

C. F. Abbott,                      J. B. Probasco,                      F. T. Woodhull

### Finance:

L. N. Lovell,                      C. F. Abbott,                      E. M. Cave

### Fuel:

E. M. Cave,                      L. N. Lovell,                      F. T. Woodhull

### ELECTION OF TRUSTEES.

One each year for a term of five years. Election held on the day of regular municipal election in November, at usual polling places.

### ELECTION OF OFFICERS.

At a regular meeting in January of each year.

### TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks).....\$13.00

Grammar School, per quarter (ten weeks).. 9.00

Primary School, per quarter (ten weeks).... 6.00

## BOARD OF EDUCATION

### BOARD MEETINGS.

Stated meetings of the Board, first Monday of each month at 7.45 P. M. Rooms, High School Building. Bills should be in the hands of the Secretary the Wednesday before the meeting.

### BOARD ROOM AND CLERK'S OFFICE.

High School Building, West Ninth Street and Arlington Avenue.

Telephone, No. 246.

### SUPERINTENDENT.

Office of Superintendent, High School Building, West Ninth Street and Arlington Avenue. Telephone, No. 246.

Office Hours—8.30 to 9.00 A. M. on School Days.

### SCHOOL SESSIONS.

High School.....From 8.30 A. M. to 1.30 P. M.  
Stillman School.....From 8.30 A. M. to 1 P. M.  
Whittier School.....From 8.30 A. M. to 1 P. M.  
Grammar Dep't.....9.00 A. M. to 12 M.; 1.30 to 3.15 P. M.  
Primary Dep't.....9.00 to 11.45 A. M.; 1.30 to 3.00 P. M.

### Grammar and Primary Departments.

On one-session days, hours from 9.00 A. M. to 12.30 P. M.

### SCHOOL CALENDAR—1908-'09.

#### FALL TERM—

Tuesday, September 15, 1908, to Wednesday, December 23, 1908.

#### WINTER TERM—

Monday, January 4, 1909, to Thursday, April 8, 1909.

#### SPRING TERM—

Monday, April 19, 1909, to Thursday, June 24, 1909.

#### FALL TERM—

Tuesday, September 14, 1909, to December 24, 1909.



# Financial Statement

Receipts and Expenditures July 1, 1907, to June 30, 1908.

## Receipts.

July 1, 1907, Balance on hand.....	\$	1,749.22
Receipts from taxes:		
Arrears prior to 1906.....	\$	468.87
Arrears for 1906.....		5,538.08
	\$	6,006.95
Interest on Arrears of tax.....		662.29
	\$	6,669.24
Taxes for 1907.....		65,843.45
	\$	72,512.69
Martin Act Tax.....		955.64
	\$	73,468.33
State Tax for year 1907-'08.....		51,915.45
Tuition—Non-residents.....		3,750.00
Sundry items.....		175.30
Interest on balances.....		399.12
Recovery of Insurance for loss.....		35.00
		<u>\$131,492.42</u>

## Disbursements

### Salaries:

Teachers .....	\$	82,752.01
Clerk, Janitors and Medical Inspectors...		10,329.00
	\$	93,081.01
Fuel .....		3,178.95
Lighting .....		326.56
Running School Expenses.....		\$ 96,586.52
Stationery Supplies.....	\$	228.00
Printing .....		770.46
Flags .....		234.31
Incidentals .....		1,090.52
General Supplies.....		1,839.01
Music .....		167.94
Insurance .....		396.09
Water Service.....		788.90
Telephone Service.....		468.07
Removal Ashes, etc.....		275.82
Freight and Cartage.....		81.39
Expressage .....		110.33
Laundry .....		136.05
Furniture .....		1,285.95



## BOARD OF EDUCATION

Repairs .....	8,372.08	
Rentals .....	473.87	
Interest on loans at bank.....	427.00	
Legal services.....	200.00	
Tuition .....	118.00	
	<hr/>	\$ 17,463.79
Interest on Bonds.....	760.00	
Interest on Mortgage Lincoln School.....	720.00	
Bonds retired.....	4,000.00	
Paid account Mortgage Lincoln School...	1,000.00	
	<hr/>	\$ 6,480.00
Text Books and School Supplies.....		4,324.21
Transferred to Real Estate Account.....		5,025.00
		<hr/>
		\$129,879.52
June 30, 1908, Cash balance on hand.....		1,612.90
		<hr/>
		\$131,492.42
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### HIGH SCHOOL FURNISHING ACCOUNT.

#### Receipts.

July 1, 1907, Balance on hand.....	\$ 580.00
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#### Disbursements

Furniture .....	\$ 166.30
June 30, 1908, Balance on hand.....	413.70
	<hr/>
	\$ 580.00

### HIGH SCHOOL LABORATORY ACCOUNT.

#### Receipts.

July 1, 1907, Balance on hand.....	\$ 86.00
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#### Disbursements

Supplies and Equipment.....	\$ 35.90
July 1, 1908, Balance on hand.....	50.10
	<hr/>
	\$ 86.00

### LIBRARY FUND.

#### Receipts.

July 1, 1907, Balance on hand.....	\$ 261.95
Contributions .....	20.00
From State.....	40.00
	<hr/>
	\$ 321.95

## BOARD OF EDUCATION

### Disbursements

For books, pictures, etc.....	\$	180.13
June 30, 1908, Balance on hand.....		141.82
	\$	<u>321.95</u>

### REAL ESTATE FUND.

#### Receipts.

July 1, 1907, Balance on hand.....	\$	5,990.38
From the General Fund.....		5,025.00
	\$	<u>11,015.38</u>

### Disbursements

Grading at High School.....	\$	3,274.93
Surveying .....		55.90
Title Guarantee.....		75.48
Advertising .....		7.20
Loan to Darrow Avenue School Building Account .....		1,100.00
Paid account purchase Whittier School..		2,000.00
	\$	<u>6,513.51</u>
June 30, 1908, Balance on hand.....		4,501.87
	\$	<u>11,015.38</u>

### MANUAL TRAINING ACCOUNT.

#### Receipts.

July 1, 1907, Balance on hand.....	\$	740.40
Bank interest on balance.....	\$	29.58
From State Appropriation.....		2,000.00
From District Appropriation.....		2,000.00
	\$	<u>4,029.58</u>
	\$	<u>4,769.98</u>

### Disbursements

Teachers' salaries.....	\$	2,400.00
Cooking Department.....		254.70
Woodworking Department.....		770.52
Metal Department.....		59.76
Sewing Department.....		286.25
	\$	<u>3,771.23</u>
June 30, 1908, Balance on hand.....		998.75
	\$	<u>4,769.98</u>

# BOARD OF EDUCATION

## ASSETS.

July 1, 1908, Cash on hand.....	\$	7,719.14
Arrears of Tax.....		5,983.44
Sites and Buildings exclusive of City Ap- propriation for High School.....	\$236,649.98	
Furniture and equipment exclusive of High School appropriation by City..	17,500.00	
		<u>\$254,149.98</u>
		<u>\$267,852.56</u>
High School Appropriation by City for lot and building.....	\$125,000.00	
Appropriation by City for furnishing High School .....	13,000.00	
		<u>\$138,000.00</u>

## LIABILITIES.

Accounts Payable chargeable to current year .....	\$	1,433.41
Coupon Bonds at 4 per cent.....		16,000.00
Bond and Mortgage at 4½ per cent....		15,000.00
Bond and Mortgage at 5 per cent.....		5,000.00
Deposit account sale of Washington School		6,000.00
Total liabilities.....		<u>\$ 43,433.41</u>
The City of Plainfield assumed indebted- ness by issue of High School Bonds for lot and building.....	\$123,000.00	
For Furnishing High School.....	13,000.00	
		<u>\$136,000.00</u>

Respectfully submitted,

L. N. LOVELL, President.

F. T. WOODHULL, Secretary.

Audited by Suffern & Son,

Certified Public Accountants.

# Report of Superintendent

## To the Board of Education:

Gentlemen:—I submit herewith the annual report for the Public Schools of the City of Plainfield for the school year of 1907-1908, the sixteenth report I have had the pleasure to present.

The statistics are as follows:

Enrollment .....	3,235
Average Membership.....	2,569
Average Attendance.....	2,457

This indicates an increase of about one hundred, and is the equivalent of three new classes.

## Accommodations.

The notable event of the year in the matter of accommodation is the signing of the contract for the new Darrow Avenue School. This means that the present crowding in the Irving School and the Washington School is to be relieved. When a new eight room building has been erected on the lot chosen by the Board on Dunellen Avenue, the promise to the people of the West End will have been met and school accommodations in that part of the city well taken care of for some years to come, and the way will be open to meet the problem in other parts of the school system as they arise.

## The Work of the Year.

Work has gone on with the usual quietness and efficiency. The excellence of its finish was again attended by public award. Our exhibit of work at the Jamestown Ex-



position was awarded a silver medal, the highest prize given any school exhibit.

In all parts of the system we have made an effort to economize time, to treat the essentials with emphasis and to meet the needs of the individual child. We believe that regard for authority and obedience are essentials of valuable character and in all the administration of the school we have striven to develop and strengthen that element; at the same time it is our effort to make the school conditions natural, enjoyable and attractive for the child.

The year has been marked in general by continued cordial support of the home in our work with the children. By invitation of the Mothers' Club, I gave at one of their meetings an address on Cooperation between the Home and the School. As it expresses the spirit of our whole school management, I have included it as a part of this report, that it may go into the hands of each parent. While we are very fortunate in having already such a spirit of cordiality and good feeling between the home and the school, it is possible for the home and the school to get still closer in harmony in our efforts to give the child the very best that the age can produce.

### **School Entertainments.**

Young people are bound to have amusement. It is right that they should, and a wise parent provides and guides the amusements of his child as a part of his physical and moral training. The High School recognizes this in the policy of its administration and provides, or authorizes, during the year various plays, receptions, and school gatherings that appeal to the social side of the child's nature. We do this believing that it is better to have them under the supervision of the school where we can control their character, duration, and frequency.

But we also believe that they are of very great value in attracting the child to the school, in creating school spirit

and in building up right ideals of social relations, in developing social graces, and giving confidence and ease in social affairs. The plays presented by the various organizations are of very great value in the literary work of the school. Each pupil who takes part in one gets a training in literary interpretation, in the use of language, in effective expression and in personal confidence that he cannot get in ordinary class room work.

This adds considerably to the work of the teaching force, since each affair is arranged and carried out under the supervision of one or more teachers, but there is no other work that brings the teacher so closely into personal touch with the pupil, producing conditions that enable the teacher to affect the real character of the child.

The systematic, careful treatment of these matters as part of the school administration has produced a happy, wholesome, sympathetic school life such as is rarely found in a public school. As such affairs are arranged to occur on an evening not followed by a school day, interruption of school work is reduced to a minimum.

### **Improving Attendance**

One of the most important advances of the year was the appointment of an attendance supervisor to enforce the compulsory education law. While Plainfield has not been afflicted with any large degree of truancy, there have been many cases of children that were irregular in attendance without satisfactory reason. There were some children that left school and went to work before the legal age, and there were others that did not enter school at all until nine or ten years of age, or even later. In most of these cases and in most of the truancy, the fault is with the home; the parents are careless, indifferent or obstinate. It is practically impossible for the teacher to deal effectively with such cases. She is too busy instructing the large number of pupils who

are present to follow up closely and systematically those that are absent. This work needs the attention of some one who can follow up an absence immediately; who can deal with the parents sympathetically and yet forcefully; who can supply to parent and child the moral stimulus that shall hold them up to regularity, using the force of the law for the few cases of persistent obstinacy.

The Board was fortunate in being able to put in charge of this work a woman of energy, with executive business training and the spirit of a charity worker. It has afforded great relief to the teachers, enabling them to put into their work the nervous energy they have been using in following up the irregular cases. At the same time, it has secured regular attendance in a large number of cases and has brought into school quite a number of children who were not attending any school. Bringing a few parents into court influenced a large number of others who would pay no attention to the exhortations of the teachers. Many cases were found where the parents were really ignorant of the fact that the law compelled them to send their child to school.

The popular conception of the work of the attendance supervisor is that he spends his time chasing after truants, catching them by the collar and bringing them to school. As a matter of fact, following up truants is only a small part of the work, and even here catching the truant is a minor incident. The main work is to study the truant, to find the causes that lead him away from school, to create influences that will counteract them and so change the character of the truant himself and convert him into a useful member of society. When properly conducted, the business of the attendance supervisor involves much work of a real charitable nature. For children that were kept at home through lack of suitable clothing, various sources of relief were found; sympathy has been given in some cases and pressure to

others, and in various ways the work has been carried on as another charitable force, working for the uplifting of the homes from which the children come. Now and then a case arises which, to those not familiar with the matter, seems to deserve to be overlooked. But it should not be forgotten that the purpose of the law, is to protect the child against the greed, or indifference, or even the misfortune of his parents. Every child has a right to spend his whole time in school up to the age of fifteen. No parent must be allowed to infringe the child's right for his own convenience or to increase his gains. Even in the case where a widow needs the aid of a child to win a living, it is not right, for the sake of the pittance which his labor will secure, to rob the child of that which will be of life long value to him. Some other means must be found to maintain the family and allow the child to continue in school, for there is no other way in which his time can be used with such great value at that age as in doing the school work. But we have found no such case in Plainfield, and they are comparatively rare in other cities.

The supervisor has also taken a census of the children of school age and has visited various places where children are employed, securing the dismissal of those under the working age. While the attendance supervisor is necessarily an officer connected with the public schools, her work is not confined to these schools. She is appointed to enforce the compulsory education law, but it is a matter of indifference to the law whether the child attends a public or a private school; it simply requires him to attend some efficient school. The attendance supervisor therefore works just as cordially in keeping up the attendance of a child in the parochial school as of one in the public school. I feel that the work of Miss Ball has more than justified the wisdom of the Board in the appointment of an attendance supervisor, by the improvement in attendance and by the increased efficiency of the schools.



## *In Memoriam*

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On Feb. 25, the schools suffered a great loss in the death of the President of the Board. Dr. J. B. Probasco began his work for the schools as a member of the Board of Education in 1890. On the death of President George L. Babcock, in December, 1893, he was elected President of the Board. The eighteen years of his membership in the Board have been years of great usefulness. Outside of his home and his profession, nothing commanded his interest more than the schools. They made no demand on him that was not gladly and fully met. As Superintendent of Schools I always received from him strong support and encouragement in my efforts to enlarge and enrich the opportunities of the children; every teacher who knew him found him a steadfast friend and the children of the city owe him a large debt of gratitude for what he has done for their advancement. It is by the labors of such men that the most valuable interests of civilization are maintained and perpetuated.

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### **The Teaching Force.**

The increase in salaries has added much to the contentment and satisfaction of the whole force of teachers; it has also, apparently, had its effect in increasing the permanency of the force, since we have had but nine resignations and only one of these was for an increase of salary elsewhere.

Another of our most valuable teachers after a long period of service has retired on a pension, in accordance with the State law. Miss Ellen E. Niles taught in the various schools of the city for thirty-eight years. Most of this service was in the High School. She was a teacher of high ideals, a woman of true culture. Many scores of girls have felt her beneficent influence and have gained strength and beauty of character which they have taken into their homes in Plainfield and elsewhere. The value of such service cannot be measured; it is a satisfaction to know that the law provides a way for recognizing it by a pension.

Respectfully submitted.

H. M. MAXSON.



HIGH SCHOOL





# Co-operation Between the Home and the School

## An Address Before the Mothers' Club.

We are wont to think of education as being covered by the period in which the child goes to school. This is a wrong idea. His education begins at birth.

The five or six years before the child goes to school are not usually thought of as a part of the child's education, but they constitute a period of the greatest importance in the child's mental and moral development. It is then that the child is most susceptible to influence. He is then more easily under control than at any other time in his life. During the early years of his life, he is literally at the mother's side during the whole day, and through the whole of this preliminary period his time is spent almost entirely in the home or under the immediate oversight of the mother. There is, therefore, the very best opportunity for establishing the child in right habits.

When he comes to school, at the age of five or six, if he has been well trained during this preliminary period, **the child should have a fair degree of health.** He should eat simple food with relish; he should be in the habit of going to bed at an early hour, willingly and pleasantly. This matter of healthful habits in the early years is of the highest importance, for it is at the foundation of the child's future success and happiness, and many a life is wrecked when it has hardly begun, because of the neglect of this matter of health. Nervous, excitable children are usually an indication of poor training in this first period of their education.

**The child, when he enters school, should have an obedient spirit.** This does not mean that he should be always good, but that he should be in the habit of receiving the word of authority as law and obeying willingly and readily. The work of establishing the habit of obedience cannot be begun too early. Many parents leave it until it is too late. They think that the young child cannot learn to obey, and when they do attempt to establish strict obedience, the child has already learned the habit of doing as he pleases. Do not wait for the child to develop sense and reason. He will have learned disrespect for you and contempt for your authority long before those qualities appear.

Bear in mind, that he **must** learn obedience. That is the one fundamental in his early life, almost as necessary as to supply him with food, for without it his whole life will suffer loss. The foundation for a future life of lawlessness and failure is laid right here in these early years by parents who do not establish in the child the habit of obedience.

**He should also, by habit, be truthful and honest.** Not that he should never say things that are not true or do things that are not right; but that he should have the intention to do right and to speak the truth. He should have some sense of the rights of others. This period is essentially a period of habit forming, and, indeed, the difference between a good child and a bad one in the early years is chiefly a difference in habit. The child who goes to bed at an early hour pleasantly, as a matter of course, who eats his simple food with relish, who obeys the word of authority promptly, who regards the rights of others and tells the truth, does so because his parents have trained him in right habits; and the child who goes to bed with a whine, who eats plain food grumblingly, who makes himself a nuisance when among other children or with older people, does so because he has been trained in wrong habits. The home can cooperate most effectively with the school, which

the child is to attend a few years later, by thoughtfully and carefully striving to establish the child in right habits in this impressionable preliminary period.

In the second period of the child's education, when he is attending school, there are three factors,—the home, the school and the influences outside of home and school,—what we designate, in the case of the boy, as “the street.” The home is the most important of all the influences. The school has the child but five hours a day. The field within which it can discipline the child, and the methods it may use are very restricted. The home controls the child all of its waking hours. The field within which it can discipline him and the methods it can use are almost unlimited. The school cannot do much toward controlling the outside influence. The home can control it almost absolutely, because if, during the first period of education, it has established the child in right habits of respect for authority, it can control the child's coming and going, it can see to it that he does not spend his time in evil places. One of the greatest sources of evil at this time in the child's life is playing on the street at night. If the authority of the home is worth anything, the parent can control this source of evil absolutely by seeing to it that the child spends his evenings in the home, where the influences will be right.

The school supplements the home. The school and the home should understand each other, and work together harmoniously and persistently, each party shouldering its own responsibility. Theoretically, the school and the home have distinct duties. Actually, they overlap each other. Both are working for the same end with the same material. Each ought to know and understand the purpose of the other; each ought to strive to help the other in carrying out that purpose. In this work, the school and the home have been very aptly compared to two persons trimming opposite sides of a hedge. If each does not understand the purpose of the other and work in harmony, the result is an ugly hedge.

Having shown the necessity for full harmony and co-operation, let me point out some of the particular cases in which this may be exercised. First, I would say, with all the emphasis that I can command, **there ought always to be mutual respect and courtesy between home and school.** The standard which I hold up before my teachers, in season and out, is this: Under no circumstances should there be any criticism of parent or home, either by word or by any act that may seem to reflect on the home. Anything that undermines the home or the respect of the child for his parents is bad. A teacher must insist on her rights as teacher of the school, where those rights are of importance in performing the work she is set to do; but that insistence ought always to be courteous, kind, and respectful. A teacher who violates this principle is not only far behind the times, but she lapses utterly from the ethics of her profession.

Now if this rule is good for teachers, is it not also good for the parent? Ought not all communications from the home to be written in the strictest courtesy and kindness? And yet many parents violate this rule. I do not hesitate to say that the teacher who sends a discourteous note to a parent, or the parent who sends such a note to the teacher, has no true conception of her duty to the child.

**Neither parent nor teacher should send verbal messages by the children.** There is so much possibility of even the simplest messages being distorted or conveyed in the wrong spirit.

If criticism of the home in the child's hearing is out of place, then criticism of the teacher in the child's hearing is also out of place. This does not imply that the parent is not to form her judgment of the teacher's worth and her performance of duty. The parent ought to do this. It is **her** child that is being trained, and she ought to know whether the teacher to whom the child is sent is wise and kind and performing her duty effectively, or not. What



I wish to emphasize is this, that whatever judgment the parent may form of the teacher, it should be concealed utterly from the child as long as the child remains under that teacher. Since both teacher and parent are working for the good of the child, the child ought always to maintain his respect and regard for both, and anything that lessens his respect for either can only be harmful to the child.

**Another point of cooperation is mutual helpfulness.** The teacher, as far as she can, should meet the known wishes of the parent. My child belongs to me. I send him to school for help in his training. If I have preferences and make them known to the teacher, the teacher should meet those preferences if the conditions will permit it. In many cases this is not possible. The exigencies of the school will not permit it. The school deals with forty children, while the parent deals with one. In the school, the good of all must be considered, and if the preferences of the parent conflict with the conditions that are necessary to manage and control these forty children, they can not, of course, be considered; but as far as they can be regarded, consistently with school conditions, they should be.

Now if this rule is true of the school, is it not true of the parent? Certain rules and regulations are necessary for the conduct of the school. Where those rules are known to the parent, they should receive cordial cooperation from the home. The parent should give the child to understand that they must be obeyed promptly and implicitly. One of the necessities of school demands that when a child is absent he should bring an excuse; not simply a request that the teacher should excuse him, but a statement on the part of the parent showing that the absence was a necessity. The only purpose in requiring such an excuse is to secure regularity of attendance on the part of the child, to secure to the child the value of being present and to establish him in regular habits. Every parent ought to send such excuse

promptly and gladly. Even the parent who never keeps a child out without absolute necessity ought to send this excuse as a matter of hearty cooperation with the teacher. Whatever the rule or regulation, the parent should see that the child obeys it. This does not mean that a parent should never question the wisdom of the teacher's rules. It means that while the rule stands the parent should see that the child obeys it. If the parent does not approve of the rule, then she should immediately seek a personal interview with the teacher to find out the real purpose and necessity of the rule and to secure its change if it is really an unwise rule. In a word, **the home should uphold the teacher's authority.**

In olden times, many a father used to say to his son, "Bear in mind, if you ever get a whipping in school, you will get another when you get home!" In contrast with this, consider this case: A boy came home and said, "Miss Blank told me today to do such and such a thing. I said, 'I won't. You mind your business.' " "That's right," said the mother. "If she ever tells you to do that thing again, answer her the same way." Now both of these cases are extreme. I do not approve of either. What I maintain is that the parent should give the child the idea that the teacher's commands are absolute authority and must be obeyed promptly, willingly, and absolutely. If the parent does not approve of any demands that the teacher may make, she should, as she values the welfare of the child, insist on obedience, but immediately, unknown to the child, have a private interview with the teacher when she may straighten the matter out.

If the teacher is to do her best for your child, **the child must have a spirit of confidence and trustfulness in the teacher.** As I was walking down the aisle between the desks of a primary class, one day, I felt the little hand of a child snuggling in mine. I have thought many times since that that suggested the ideal relation. If I were to be in the schoolroom, I should try to so control and discipline myself

that my children would come to me in confidence and spiritually place their hands in mine. It seems to me that that is the ideal of the true relation between the child and his parent. The parent should cultivate such kindly relations between himself and his child that the child will come to him in confidence and trustfulness, day by day; in fact, that he should treat him as a confidant. Many of the teacher's troubles arise from lack of this trustfulness and confidence in the home, and the lack of real respect for authority. A teacher who had trouble with a boy requested an interview with the father. Finally, in the course of conversation, the teacher suggested that the father should tell the child that he **must** do certain things. "O, I can't do that," said the father. "You insist on it, and I will coax him to do it." So, in the case of many children, much of the effectiveness of school work is destroyed because the parents have not established the habit of prompt and willing obedience to authority. The parent has been too selfish or too cowardly to insist on such obedience until the habit was formed. In these days much is said against the use of the rod. Far be it from me to encourage its use; at the same time, I find this result, that many parents who have thrown away the rod have forgotten that some substitute must be provided. The purpose of the rod was to establish obedience to authority. The rod is the quickest means for securing this end; but it is the poorest, and should be laid on the shelf. The end must be secured, however, and when the rod is discarded, better means must be substituted. Alas, that in so many homes no such substitute is found. Poor as it is, the rod is better than nothing.

Perhaps I ought to give some of you a word of encouragement here. Do not be petulant with the teacher if your child transgresses more often than your neighbor's. His character may be different. The strongest characters are the hardest to guide, but they make the most useful men,

if properly controlled in youth. If your child is often in trouble, study his case the more carefully, and redouble your efforts to bring him under right control. If his trouble is due to strength of character, then that strength should be saved by training it; if the trouble is due to weakness of character, then there is even more need of careful effort in the home to make up the deficiency as far as training can do it.

**Another point of cooperation is health.** The home should see to it that the child eats regularly simple food and enough of it. Many a case of trouble in school is due to the physical condition of the child resulting from intemperate or improper eating. Many a child fails to get all that the school can give him, because his habits of eating are such that he is not in a condition for his mind to act to the best advantage. In fact, many a mother lays the foundation not only for future ill health, but for future intemperance by pampering the child's appetite in the years when he has not the will to practice self-control.

Another point that causes loss to many children is attendance on evening amusements, of one kind or another, that take the child out of the home and result in late hours. There is never a festival or a fair that the teachers are not made conscious of it by the effects on some of their children. Night after night, school children attend these events, experiencing all the excitement of the older people, which is more intensified because they are less able to bear it, sitting up until very late hours, and consequently being robbed of a large portion of their sleep. The parent who is thoughtful for the welfare of his child, will not permit continuous attendance on such festivals, and as far as possible such parents will arrange that the entertainments and social events in which their children take part shall occur on nights that are not followed by school days.

The child that is going to school should have a definite time for going to bed, and that hour should be early. From





HIGH SCHOOL ART WORK



earliest childhood, he should be trained to go to bed when that hour comes, without whining, without begging, but as a matter of regular habit. He should go to bed whether sleepy or not. The erect position of man is physically an unnatural one. It requires constant physical effort. Lying down is therefore a necessary relief and the position in bed is restful whether the child sleeps or not. More than this, it is necessary in the case of children to establish regularity of habit in this matter.

Again, it happens now and then that children have some bodily defect. **Parents should recognize the physical defects of their children and see that all steps are promptly taken to remedy them if they can be remedied.** Now and then some slight surgical operation is necessary. I have known a parent to refuse to have this done, because "she loved her boy too much to see him suffer," and yet that child was every day losing part of the school work, his mind was being dwarfed, his face was becoming distorted, because of the parent's failure to have the operation performed. In a word, the child was doomed to lifelong loss because of the mother's love (?)

An important point that needs careful attention from the parent is **the child's clothing**. In these days of shoes with thin soles and clothing of poor quality, there is special need for the parent to see to it that her children are properly clothed to meet the inclemencies of the weather. Particularly is this necessary in the case of girls. They should be supplied with sensible shoes, with water-proof wraps, and should be sent to school in a condition suitable to withstand the weather. What shall we say of a mother who permits her daughter to go to school in a cold rain, wearing low shoes without rubbers?

**Punctuality and regularity of attendance are of great importance not only to the school, but to the child.** The work of the school is hindered greatly by the absence of pupils.

The pupil himself not only loses the work of the day, but he loses in spirit. The child who is present every day, as a matter of course, from that very fact has a different attitude towards school. He has more interest, more earnestness, his work is more effective, than that of the child who is absent a day or two now and then for trivial reasons. I urge you, as you desire the child to get the most from school, to see to it that he is there on time and that, if it is necessary for him to go into the city or elsewhere with you, you arrange the date on some day other than a school day. In a word, that he shall feel that school is the one thing in his daily life to which other things must bend.

**Another thing that has great influence on the child's intellectual life is his environment.** What do you wish your child to be? Whatever you wish him to be, you must see that he is surrounded by those conditions and those circumstances which will tend to lead him in that direction. A mother was once lamenting to her pastor that two of her boys, one after the other, had run away to sea in spite of all that she or their father could do. The pastor asked to see the room in which the boys slept. As he entered, there hung before him on the wall a beautiful picture of a full-rigged ship bounding over the wave. "There," said the pastor, "that is the reason your boys have run away to sea"; and he was right. The last thing the boys saw at night, and the first thing they saw in the morning was that stirring, attractive picture of life at sea. It is no wonder that they were both filled with a passionate desire to sail on such a ship.

This does not imply that all children would be so affected by the picture of a ship; but it does imply that the child's surroundings have the strongest influences on his purposes and desires, and that, if you wish him to form certain desires, you should surround him by influences that will tend to cultivate such desires; that, if you find him going in a direction that you do not wish, you must search most



carefully among all the things that bear on his daily life, to find what influence it is that is drawing him in the wrong direction. Know his companions. Strive to supply him with those that are good and to win him from those that are evil. Interest him in good reading. It is useless to forbid a boy to read trashy books. The only way to reach the matter is to supply him with good books and interest him in reading them. The school is deeply affected by the general atmosphere of the home, and the parent who would cooperate with the school will not only make the atmosphere of the home such as to stimulate the child toward all conduct that is good, but in particular will strive to make that atmosphere such as to give the child the right attitude toward school. If the child hears the school always spoken of as something most desirable, if he hears the teachers spoken of as you would speak of your friends, he will come to school in a frame of mind that will enable the teacher to do much for him.

**Another point of importance is mutual charity.** The school and the home ought to be exceedingly charitable toward each other. No doubt the teacher often offends in this particular. It is so natural for us to judge the home from the child. When a child is frequently and persistently late or absent, it is so easy to think that the parent is careless or indifferent; when a boy is impudent or a girl persistently disobedient, it is natural for us to feel that the child is not properly trained in the home; if a child will not learn, if he comes to school without his lessons, if he is heedless of our admonitions, we are sometimes quick to assume that the home itself does not bring to bear the pressure that it should. No doubt we often judge too hastily in this matter, for there are homes that try to do all these things and do not succeed.

But if teachers err in this particular, parents do also. Teachers make mistakes, as other people do, but the home

should be charitable in judging them. There are some base people in the teaching profession, as there are in all professions, but you will go far to find a body of women that are sweeter or stronger or truer than the Plainfield teachers. It may interest you in this matter to know something as to the care with which they are selected.

When a teacher applies for a position in Plainfield, she fills out a blank containing a dozen or fifteen questions that enable us to judge her capacity or training. She also gives references of people that can judge her work. To each of these references a letter of personal inquiry is sent, asking for a confidential opinion of the candidate. In many cases, I know of other sources thru which I can get a sidelight on the teacher's character or work. So it happens that I sometimes write eight or ten letters investigating the capacity and character of one candidate. These papers are kept on file, and whenever a teacher is needed, they are consulted. Out of forty or fifty candidates, usually all but four or five are eliminated for one reason or another. With these four or five personal interviews are arranged. If possible, they are seen at work in their school-rooms. Also, in the spring of the year, I visit quite a number of normal schools, looking over the teachers that are about to graduate. The school authorities give me the records of the best five or six of them, then I have personal interviews with these teachers. From their record in the school, I know their mental capacity; my effort is to find what kind of women they are, the environment from which they come, the heredity and influence which they will bring into the school-room.

So it comes about at the end of the year, that the ten or twelve teachers who are brought to Plainfield are the cream of a thousand candidates. In making the selection, six or eight hundred letters have been written, the working days of a whole month have been consumed. I feel, therefore, that I can assure you that the Plainfield teachers are of

more than usual strength and refinement, and that their intentions are right. At the same time, I expect to make a mistake in my selections at least one time in ten. This does not mean that the teacher makes a failure, but that she does not come up to the Plainfield standard. Selecting a teacher is a most difficult and responsible work. If the cook in your kitchen proves incompetent, you can dismiss her, and the stomach will soon recuperate and the body suffer no loss, but if the teacher in your child's school-room proves incompetent, that means that forty children lose a half year of time which can never be recovered; more than that, a poor teacher may give a child's mind or character a kink which will last thru life.

The teacher must represent in her own life those qualities and traits that we would have implanted in the child as controlling forces in his life. If we would have the child's life strong in truth, beauty, goodness, fairness, self control, kindness, refinement and love, then all these qualities must be reflected in the teacher's life and she must have power to stimulate the child's desire to attain them, to cultivate and foster the best that is in him. This does, indeed, demand much of the teacher. It calls for culture, refinement, tact; a broad outlook, a rich nature, a deep sense of responsibility.

Such teachers are hard to find, and are worth a great price, but they are none too good for your children. When found they should be cherished and supported in every possible way.

**Particularly I plead for charity in judging the events that happen in the school-room.** Do not pass judgment hastily. It is a fundamental principle of law that a person is to be deemed innocent until proven guilty. Be slow to believe children's reports. Even grown people that try to be accurate often fail to represent events exactly as they are. When a child brings to you a report of some act that seems to be reprehensible, do not be ruffled; ask yourself this ques-

tion: "Would I do that to a child?" If you would not do it to your child, do not charge another woman with doing it until you have absolutely sure proof. Say to the child, "I do not understand it. I am sure she means right." Then, without the knowledge of the child, go straight to the teacher and find the truth. Do not stop to interview other children, but go straight to the source,—the teacher herself.

This suggests that I should say a few words as to how to meet a teacher. Perhaps I can best do this by giving you something of the directions I give to the teachers as to how they should meet a parent. A teacher came to me one time with an insulting note from a parent, and brought me the reply that she had written. I read it over and said to her, "That is very good; everything you say is true, only you have not put it strong enough. Now that you have freed your mind, throw the letter into the waste basket, sit down and write the sweetest, most courteous note that you can. Maintain your point, for it is essential to the good of your school that you should, but your aim is to win the support of the parent, not to retaliate or to vindicate yourself. While you hold your ground, put in all the gentleness and courtesy that you can. It is the business of the teacher to win all parents, that she may save some children and no true gentlewoman will ever say anything that will hurt the heart of another unless it is absolutely necessary to secure some one's good."

If this is true of the teacher, is it not equally true of the parent? If it is entirely unwomanly for a teacher to send a harsh, insulting note to a parent, is it not equally unwomanly for the parent to send such a note to the teacher? Some one once overheard the prayer of a little girl, which ran like this: "O Lord, make me a good girl. Help me to stroke pussy's fur the way to make her purr, and not the way to make her scratch." How I wish that every teacher and every parent, every one that has anything to do with the training of children, would offer that prayer every morn-



ing. If you have occasion to visit a teacher in regard to the work of your children, such a prayer would get you in the proper spirit to deal wisely with the teacher. Go to her as if you thought she possessed all gentleness of heart and was seeking only the good of your child. So will you win the teacher; so will you and the teacher together win the child.

**Finally, I plead for a fuller recognition of the limitations of school.** Do not expect the school to accomplish impossibilities. It cannot change the nature and capacity of your child. Children vary in their natural endowments. What one accomplishes easily, another cannot do at all. It is hard to admit that our own child has not the mental power of other children, but if it is so, the teacher simply cannot carry him along as fast as the rest of the class and it is cruelty to the child to chide him for non-advancement in such cases. I have known parents to compel a child to "cram" all summer when it was absolutely impossible for the child to accomplish what its parent desired. I have known many parents to blame teachers when the real trouble was that the child had not the capacity to do the work of the class. The teacher cannot remove the child's limitations and should not be blamed. He can only develop the capacity the child brings with him. Some few children never can become good writers, others cannot become good spellers, some cannot master mathematics. If you know that the child studies his lessons faithfully and tries to get them and does not succeed, usually one of three reasons may be sought as the cause; the teacher may not be assigning work judiciously (it takes long experience to adjust the work just right for each class), or it may be that the child is beyond his depth and should be in a lower class, or he may be of somewhat lower mental capacity. In either case, the matter needs attention. The parent should consult with the teacher, and parent and teacher together should consider the matter

impartially without bias and supply the child with conditions that will enable him to succeed in his efforts to do his work well.

Again, we cannot always cultivate in school what the home neglects. Do not expect us to make the child love good conduct if the home does not. If you cannot make him obey at home, do not be surprised if we complain that he is disobedient in school. If he is careless, indifferent, flighty, fickle, shirking his duties in the home, do not expect us to change all that in the school. The school sets up high standards in these matters and strives to lead all children up to them, but we cannot do it efficiently unless the home seeks the same ends.

Have you ever sat down and thought to yourself how much of the school studies that our children are now so laboriously working over will still be with them ten years from now? There will be a little Latin, but no Greek, a trace of Algebra, no Geometry, a few rules and the fundamental operations in Arithmetic, a few dates in History, a few facts in Geography; but practically all the contents of the score or more of books which they worked over in school will have vanished from their minds. There will remain something of the habits they formed in doing the work well in school, some trace of the method of thought, much increase in mental power, some principles of right conduct, which they gained from right practices in school, for every school exercise properly conducted is a moral lesson, teaching loyalty, obedience to law, respect for authority, truthfulness, and the other virtues that make a strong character. These are the lessons that really become a part of the child himself.

As I look forward ten years at what my pupils will then be, I see no Latin or Greek or History or Arithmetic, but only the man's outlook on life and the control and training of his powers so that he can follow the leadings of that outlook effectively and efficiently. How shall he get this out-



FIRST YEAR HIGH SCHOOL



FIFTH AND SIXTH GRADES





look, so valuable to him in making life joyful, rich, and vivid? Through the home and school. We may put an ideal teacher in every class-room, but we cannot accomplish this end without the home; and you may make an ideal home for your child, but you cannot accomplish this end without the teacher. Only by the cooperation of the ideal teacher and the ideal home can the child be assured of attaining his birthright in the fullest degree.

If a parent were to come to me and say, "I don't like your school," I should exclaim, "But, Madam, it is not **my** school, it is **your** school. That child was yours before you brought him to school, he is your child now; he will be your child after he leaves my hands. The school is **your** school." But we should both be wrong. The school is not **my** school; it is not **your** school; it is **our** school. We are both responsible for what it does and for what it does not do, and my final thought of cooperation is that to whatever school you send your child you shall think of it as "our school," gladly and faithfully assuming the responsibility that the expression implies.

When I take the long look forward, there comes to my mind the immortal words of Daniel Webster, which I once found graven in bronze on the walls of a school-house. Would that they were graven on the heart of every teacher, of every parent, of every man or woman who has to do with the training of a child! "If we work on marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal souls, if we imbue them with principles, with the just fear of God and love of fellow-men, we engrave on those tablets something that will brighten all eternity."

# Report of the Attendance Supervisor

Number of absentees reported for investigation:

Irving .....	126
Washington .....	125
Bryant .....	51
Lincoln .....	36
Franklin .....	30
Stillman and Whittier.....	16
St. Mary's.....	41
Total.....	425

Number of individual homes visited during the year.... 217

Result of investigation—

Truants .....	82
Delinquent parents.....	81
Work and care of younger children.....	40
Absence due to lack of shoes or clothes.....	40
Absence due to sickness of pupil.....	97
Absence due to sickness in the home.....	35
Miscellaneous causes.....	50
	425

Number of parents served with legal notice to send their children more regularly to school..... 16

Number of truants served with legal notice to attend school regularly..... 11

Number of parents prosecuted for neglecting to send their children regularly to school..... 10

Complaint—

Habitual absentees.....	5
Truant children.....	4
Child sent to work.....	1
	10

BOARD OF EDUCATION

Number of truant children brought to court.....	8
Number of cases assisted through the Organized Aid and King's Daughters' Nurse.....	27

**Census of School Children.**

The complete census of all the children in Plainfield showed the following violations of the School Law:

Children between the ages of seven and fourteen not attending any school.....	28
Of this number 23 are now registered in school.	

My first year's work in connection with the attendance of pupils in the schools shows that there has been a great deal of unnecessary absence on the part of these children, and a great deal of indifference on the part of the parents with regard to the school law. The winter was an unusually hard one on account of the business depression, and there was a great deal of sickness, but the majority of absentees had poor excuses to offer.

I feel that there is a very urgent need of a special class for the treatment of children who are truants, habitual absentees or incorrigible. These pupils require special training and attention which they cannot receive in the regular grades. They are, as a rule, older than the other children in the same grade and exert a bad influence over them. The special attention of a competent teacher would doubtless save many children from the Reformatories.

Respectfully submitted,

ADELAIDE G. BALL,

Attendance Supervisor.

# High School Graduation

## Order of Exercises

- Overture—"La Gazza Ladra".....Rossini  
Invocation.....Rev. John Sheridan Zelig, D.D.  
Selection—Prayer "For All Eternity".....Mascheroni  
Salutatory Address and Oration—Thomas Alva Edison  
Leroy Clifton Whitall  
Selection—"Merry Widow".....Lehar  
Address.....Henry M. Maxson, Pd. D.\*  
Waltz—"Woodland Songsters".....Ziehrer  
Presentation of Rewards.....Mr. Eugene M. Cave  
For English Composition, (The late G. H. Babcock Prize)  
Offered by Mrs G. H. Babcock  
For English Composition.....Offered by The Daily Press  
For Mathematics, (The late Dr. C. H. Stillman Prize)  
Offered by Mr. William M. Stillman  
For Modern Language.....Offered by Mr. E. R. Ackerman  
For Latin.....Offered by Mr. Alexander Gilbert  
For Commercial Studies.....Offered by Mr. E. R. Ackerman  
For United States History, (The late Dr. J. B. Probasco  
Prize).....Offered by Mrs. J. B. Probasco  
Selection—Gavotte "The Glow-worm".....Linke  
Valedictory Essay and Address—  
Child Labor a Disgrace and a Menace  
Esther Barton Crampton  
Medley—"Popular Airs" .....Remick  
Presentation of Diplomas by the President of the Board  
of Education.....Mr. Leander N. Lovell  
March—"Petite Tonkinoise.....Scotto

\*By request of the Graduating Class.

# Award of Prizes, 1908

## ENGLISH COMPOSITION.

- I. The George H. Babcock Prize, given by Mrs. George H. Babcock.

First Prize—Walter Edward Knowlton.

Second Prize—Louise Townsend Nicholl.

Honorable Mention—Eleanor Van Tuyl.

Maud Kathryn Sminck.

Horace Barnard Earle.

- II. The Daily Press Prize for the best essay written by a member of the Senior Class on a topic relating municipal affairs.

Prize—\$10.00 in gold, Sara Louise Sanderson.

Honorable Mention—Laura May Baker.

## MATHEMATICS.

- The Dr. C. H. Stillman Prize, given by Mr. Wm. M. Stillman.

First Prize—\$15.00 in gold, Washington McIntyre.

Second Prize—\$10.00 in gold, Otis Wadsworth Hovey.

Honorable Mention—Douglas Davis,

Thomas Emory Ricketts.

## TRANSLATION PRIZES.

- For the best translation of assigned passages, a first prize of three dollars, and a second prize of two dollars, to be expended in books chosen by the receiver of the prize.



BOARD OF EDUCATION

**Modern Languages**—Given by Mr. Ernest R. Ackerman.

**Senior French.**

First Prize—Percy LaBarre Mygrant.

Second Prize—Marjorie May Harris.

Honorable Mention—Clara Savage.

**Junior French.**

First Prize—Elsa Mae Cook.

Second Prize—Stanley Parsons.

Honorable Mention—LeRoy Clifton Whitall.

**Junior German.**

First Prize—David Bryant Thickstun.

Second Prize—Agnes Marguerite Van Norden.

Honorable Mention—George Stanley Robins.

**Sophomore German.**

First Prize—Marjorie Mae Brown.

Second Prize—Meta Pennock.

Honorable Mention—Otis Wadsworth Hovey.

**Latin Prizes**—Given by Mr. Alexander Gilbert.

**Virgil.**

First Prize—Esther Barton Crampton.

Second Prize—Washington McIntyre.

Honorable Mention—Marjorie Mae Brown.

**Cicero.**

First Prize—Agnes Marguerite Van Norden.

Second Prize—Sarah Anne Brouwer.

Honorable Mention—Stanley Parsons.

**Caesar.**

First Prize—Meta Pennock.

Second Prize—Bessie Alpaugh.

Honorable Mention—Barbara Fleming.

COMMERCIAL PRIZES.

Given by Mr. Ernest R. Ackerman.

A first prize of three dollars and a second prize of two dollars, to be expended in books.

**Bookkeeping.**

First Prize—Howard Judson Runyon, Jr.

Second Prize—Carola Edna Hart.

Honorable Mention—Arthur William Johnson.

**Typewriting.**

First Prize—Harry Brick.

Second Prize—Annie Mauger.

Honorable Mention—Nettie Garretson Stillman.

**Stenography.**

First Prize—Harry Brick.

Second Prize—Mary Ethel Mathews.

Honorable Mention—Carrie Markley Baker.

**Amanuensis.**

First Prize—Donald Cameron Mortimer.

Second Prize—Eleanor Ackerman Thompson.

Honorable Mention—Charles Henry Line.

AMERICAN HISTORY.

The Dr. J. B. Probasco Prize, given by Mrs. J. B. Probasco.

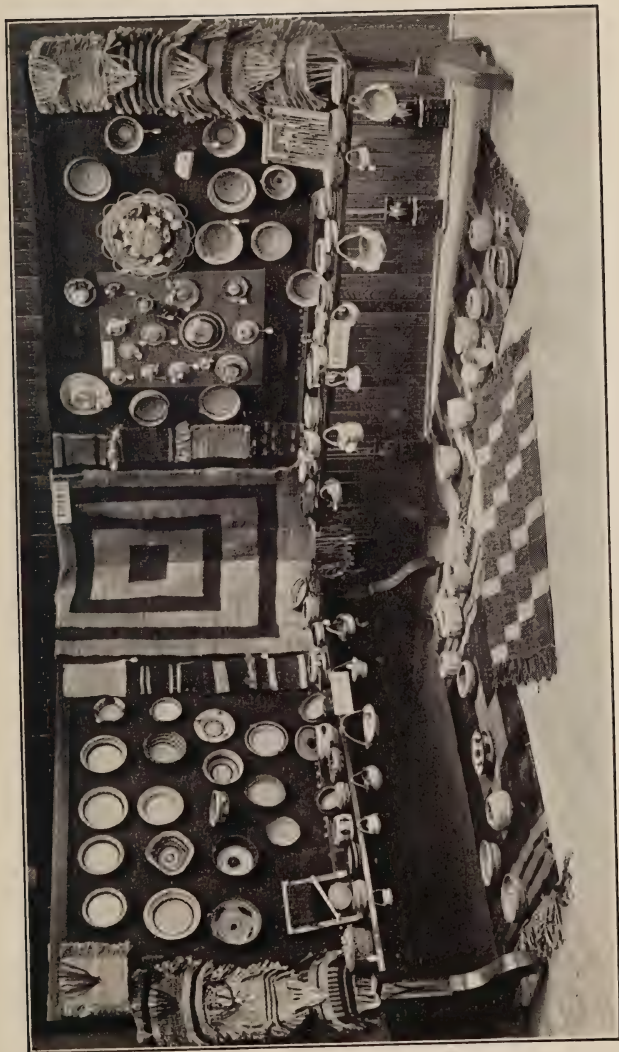
Prize—\$10.00 in gold, Helen Louise Ryder.

Honorable Mention—Elmer Hunting.

# Stillman School Graduation

## Order of Exercises

- Invocation.....Rev. Charles E. Herring
- “From the Eastern Mountain”.....Trembath  
Chorus by Graduating Class
- Recitation—“A Perfect Tribute”.....Andrews  
Dorothy Inman Smith
- “Merry June”.....Vincent  
Chorus of Girls
- Essay—“The Gathering of the Clans”..Helen Louise Ryder
- “The Soldier’s Dream”.....Rodney  
Chorus by Graduating Class
- Recitation—“Through the Flood”.....Maclaren  
Helen Louise Woolley
- Piano Duet—“Stories from Nicomis”.....Wollenhaupt  
Miss Biglow, Miss Nicholl
- Address.....Mr. William D. Murray
- (a) “When Life is Brightest”.....Pinsuti
- (b) Tuscan Folk Songs.....Caracciolo  
Chorus of Girls
- Address to Graduates—  
Henry M. Maxson, Superintendent of Schools
- Presentation of Diplomas—  
Mr. Leander N. Lovell, President of Board of Education
- America .....



THIRD AND FOURTH GRADES





# Class of 1908

## Graduates

Esther Barton Crampton, Valedictorian

Roy Clifton Whitall, Salutatorian

### Classical Course.

Laura May Baker	Charles Francis Foster
Marjorie Mae Brown	Marjorie May Harris
Esther Barton Crampton	Rose Mary Nash
May Rogers Doane	Isidore Harvey Rothberg
John Wesley Dutcher	Matilda Srager

### Scientific Course.

Walter Bruce Caldwell	John Brooks Schofield
Walter Edward Hammond	Arthur Bentley Titsworth
Chauncey Ruby Murphey	Roy Clifton Whitall
George Henry Pound	

### Modern Language Course.

Elsa Mae Cook	Mose Rubenstein
Sallo Mortimer Kahn	Helen Sachar
Eva Corsa Kelly	Sara Louise Sanderson
Percy La Barre Mygrant	Lillian Dickson Whitall
William Vincent Rafferty	

### General Course.

Cornelia Laura Christofferson	Mary Elizabeth Pound
Edna Eckert	Rose Edith Rottberg
George Henry Fisher, Jr.	Grace Srager
Carola Edna Hart	Eleanor Van Tuyl
William Talbot Lambert	Dudley Mellen Wilcox
Bessie Louise Mitchell	Laura Estella Woolston

### Commercial Course.

Ethel H. Brick	Donald Cameron Mortimer
Edith Elliot	Mary Nesbit Mortimer
Katharine Helen Gray	Augustus Crawford Nash
Leslie Nolty Leland	Wallace James Pearce
Charles Henry Line	Elizabeth Chadwick Randall
Orlando Hastings Lounsbury	Eleanor Ackerman Thompson

# List of Teachers, 1907-1908

Superintendent, Henry M. Maxson

## HIGH SCHOOL

Ira W. Travell, Prin.	Mary Ethel Ferry
S. Lena Bass	Samuel B. Howe, Jr.
Ellen K. Cumming*	M. Elizabeth Benedict
Katherine F. Ball	Henry R. Hubbard
Lindsey Best	Laura H. Smith
James D. Macnab	Anna Walrad
Ariadne Gilbert	Iola Moore

## STILLMAN SCHOOL

Anna M. Day, Prin.	Katherine M. Beebe
Dorothea E. Bull	Mary H. Budd
Helene M. Pope	Isabelle G. Ross
Alice W. Lansing	Ada M. Smith
Eleanor T. Wilber	

## WHITTIER SCHOOL

Alice R. Barlow	Stella M. Greene
Lulu H. Fuller	Stella M. Barnett
Caroline M. Shaver	Mildred Beard

## FRANKLIN SCHOOL

Noel J. Bullock, Prin.	Helen C. Trenbath
Alice C. Miller	Mary L. Searle
Grace A. Hubbard	Cordelia G. Waters
Clara J. Churton	Blanche Lake
Ethel Churton	Elizabeth T. Angell
Gertrude R. March	Mary E. Decker
Caroline A. Barber	

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\*On leave of absence.

## BOARD OF EDUCATION

### WASHINGTON SCHOOL

M. E. Humpston, Prin.	Theresa A. Fischer
Anna W. Booream	Catherine E. Carman
Jean Gilfillan	Alice Boyd
Mayme Breads	Alice M. Wells

### BRYANT SCHOOL

Flora Griffin, Prin.	Frances E. Weed
Jeanette E. Burrows	Katherine Newman
Mathilde M. Vogel	Kate M. Marsh
Geneva G. Cowen	Louise B. Runyon
Helen Whitton	Cora F. Cadmus
Jessica L. Brightman	Gladys Brown

### LINCOLN SCHOOL

Carolyn B. Lee	Addie D. Eastman
Myrtle S. Reynolds	Mary L. Marsh
S. Louise Wood	Charlotte E. Tennant
Allie T. Eastman	Clara L. Crane

### IRVING SCHOOL

Genevieve Petrie, Prin.	Lucia N. Wood
Anna Gosman	Hattie Filmer
Roberta H. Reynolds	Hazel S. Curtis
Adelita Partridge	Louise Stowell
Anna Stillman	Maud A. Doolittle
Ada B. Stark	Georgia A. Ricker
Alice A. Lee	Elizabeth S. White
Ada H. Clark	Lillian T. Glenn
Mary J. Dennis	Adelaide D. Ballou
Louise Egan	

### SPECIAL TEACHERS

Anna J. Bennett, Drawing.  
Charles L. Lewis, Music.  
Addie P. Jackson, Physical Culture.  
Charles R. Bostwick, Manual Training.  
Mildred M. Parker, Domestic Science.

# Grammar School Graduates

1908

Adams, Horace Nathaniel	Loizeaux, Margaret Helene
Adams, Ella Marguerite	Manning, Paul Raymond
Allen, Frederick Redcliffe	Maas, Carolina Julia
Beekman, Effie Alice	Manley, John Raymond
Beekman, Blanche Durrell	Marra, Charles Dominick
Bristol, Laura Burr	Marsh, Harriett
Brown, Mildred Burrell	McCormick, Louisa
Brandt, Hannah Selma	Melick, Howard
Brick, Arthur Hugh	Miller, Marion Edith
Browlee, Mildred Lee	Morgan, Ellen Ridley
Carpenter, Thompson Wardner	Newman, Ethel Mantz
Canter, Sadie	Noonan, Madeliene Anthon
Campbell, Donna Aydelle	Owen, Howard Rivers
Champlin, Theodore Roosevelt	Platt, Helen Elizabeth
Crane, Helen Elizabeth	Prior, Gertrude Rose
Demarest, Henry Martin	Richmond, William Harry
Dennis, Ada Irene	Ricketts, John Alfred
Denny, John	Rosenson, Elizabeth
Derry, Blanche Agatha	Ryder, Helen Louise
Doane, Burnett Osborne	Slauson, Jonathan Sayre
Douglas, Ruth Belle	Strader, Ethel Madoline
Duncan, Jessie Robertson	Stewart, Jessie
Fesmier, William Armstrong	Strong, Louis Berguer
Fountain, Egbert Pintard	Siegel, Louis Randolph
Gray, Gertrude	Smith, Della Lillian
Gray, John	Smith, Dorothy Inman
Grotman, Louise Malvine	Smith, Lottie Ouida
Hamilton, Edith Ames	Taunay, Dorothy Frances
Hammeal, Clarkson Maxwell	Tennyson, Jessie Corinne
Heaume, Hazel Olive	Vail, Russel Edwin
Huting, Elmer Leon	Van Alstyne, Emma Rogers
Jacobs, Frederick Thomas	Van Horn, Alice Rose
Kling, Caroline	Woodhull, Edson Allen
Kriney, Samuel Joy	Woolley, Helen Louise
Lee, Anna Louise	Woodworth, Ada Clair
Line, Schuyler Wells	Winzenried, Kathryn Aloysia
Loughlin, Robert Henry, Jr.	Zerega, John Whitman

# Enrollment of Pupils

1907-1908

## SCHOOL. GRADE. BOYS. GIRLS. TOTAL. HIGH SCHOOL.

Lindsey Best.....	Senior	19	20	39
Mary E. Ferry.....	Junior	17	29	46
Samuel B. Howe, Jr.....	Sophomore	0	48	48
Ariadne Gilbert.....	Sophomore	37	0	37
M. E. Benedict.....	Freshman	23	25	48
James D. Macnab.....	Freshman	21	21	42
Laura H. Smith.....	Freshman	19	31	50

## STILLMAN SCHOOL.

Dorothea E. Bull.....	Eighth	15	25	40
Helene M. Pope.....	Eighth	16	24	40
Alice W. Lansing.....	Eighth	23	18	41
Eleanor T. Wilber.....	Seventh	16	22	38
Katherine M. Beebe.....	Seventh	17	24	41
Mary H. Budd.....	Seventh	16	24	40
Isabelle G. Ross.....	Seventh	24	16	40
Ada M. Smith.....	Seventh	16	26	42

## WHITTIER SCHOOL.

Alice R. Barlow.....	Sixth	25	18	43
Lulu H. Fuller.....	Sixth	24	22	46
Caroline M. Shaver.....	Sixth	23	19	42
Stella M. Greene.....	Sixth	25	19	44
Stella M. Barnett.....	Sixth	20	20	40
Mildred Beard.....	Sixth	22	20	42

## FRANKLIN SCHOOL.

Alice C. Miller.....	Fifth	21	21	42
Grace A. Hubbard.....	Fifth	21	23	44
Clara J. Churton.....	Fourth	20	17	37
Mary L. Searle.....	Fourth	27	13	40
Cordelia G. Waters.....	Third	26	21	47
Blanche Lake.....	Third	23	25	48
Helen C. Trenbath.....	Second	25	25	50
Ethel Churton.....	Second	26	21	47
Gertrude R. March.....	First	18	27	45
Caroline A. Barber.....	First	22	21	43
Elizabeth T. Angell.....	Kindergarten	22	21	43



# BOARD OF EDUCATION

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
WASHINGTON SCHOOL.				
M. E. Humpston.....	Fifth	10	13	23
Anna W. Booream.....	Fourth	13	19	32
Jean Gilfillan.....	Third	16	17	33
M. Breads.....	Second	24	17	41
T. A. Fischer.....	Second	15	17	32
Catharine E. Carman.....	First	18	19	37
Alice Boyd.....	First	25	22	47
Alice M. Wells.....	Kindergarten	19	11	30

## BRYANT SCHOOL.

Jeanette E. Burrows.....	Fifth	20	19	39
Mathilde M. Vogel.....	Fourth	23	18	41
Geneva G. Cowen.....	Fourth	17	24	41
Helen Whitton.....	Third	26	15	41
Jessica L. Brightman.....	Third	13	25	38
Frances E. Weed.....	Second	16	16	32
Katherine Newman.....	Second	20	20	40
Kate M. Marsh.....	First	25	23	48
Louise B. Runyon.....	First	24	28	52
Cora F. Cadmus.....	Kindergarten	38	45	83

## LINCOLN SCHOOL.

Carolyn B. Lee.....	Fifth	17	10	27
Myrtle S. Reynolds.....	Fourth	25	22	47
Allie T. Eastman.....	Third	24	15	39
S. Louise Wood.....	Second	24	16	40
Addie D. Eastman.....	First	25	25	50
Mary L. Marsh.....	First	25	30	55
Charlotte E. Tennant.....	Kindergarten	35	31	66

## IRVING SCHOOL.

Anna Gosman.....	Fifth	22	30	52
Robertta H. Keynolds.....	Fifth	28	28	56
Adelita Partridge.....	Fifth	25	18	43
Anna Stillman.....	Fourth	17	8	25
Ada B. Stark.....	Fourth	24	13	37
Alice A. Lee.....	Fourth	20	18	38
Ada H. Clark.....	Third	19	24	43
Mary J. Dennis.....	Third	23	28	51
Louise Egan.....	Second	24	19	43
Lucia N. Wood.....	Second	22	15	37
Hattie Filmer.....	Second	20	12	32
Hazel S. Curtis.....	First	17	18	35
Louise Stowell.....	First	21	16	37
Maud A. Doolittle.....	First	30	23	53
Georgia A. Ricker.....	First	31	31	62
Elizabeth S. White.....	Kindergarten	34	23	57
Lillian T. Glen.....	Kindergarten	24	29	53

# BOARD OF EDUCATION

## ENROLLMENT, ATTENDANCE, ETC., 1907-1908.

	No. of Classrooms	No. of Teachers	No. Boys Enrolled	No. Girls Enrolled	Total No. Enrolled	Average Membership	Average Attendance	Per Cent. Attendance	No. of Tardinesses	Av. Tard. per Pupil
High School.....	12	12	165	197	362	322	311	.963	1600	4.14
Stillman School.....	9	9	143	179	322	278	367	.962	254	.78
Whittier School.....	8	6	139	118	257	222	214	.96	388	1.57
Franklin School.....	11	12	251	235	486	359	336	.93	897	1.84
Washington School.....	7	8	140	135	275	216	200	.92	266	.96
Irving School.....	14	13	401	353	754	569	517	.903	736	.97
Bryant School.....	10	12	222	233	455	369	343	.90	374	.82
Lincoln School.....	8	8	175	149	324	234	219	.93	312	.96
Total.....	79	85	1636	1599	3235	3549	3407	.94	4827	

## TOTAL ENROLLMENT BY AGES.

	Four Years	Five Years	Six Years	Seven Years	Eight Years	Nine Years	Ten Years	Eleven Years	Twelve Years	Thirteen Years	Fourteen Years	Fifteen Years	Sixteen Years	Seventeen Yrs.	Eighteen Yrs.	Nineteen Yrs.
Boys .....	69	111	150	158	148	146	162	127	140	131	111	73	57	26	20	7
Girls .....	72	112	140	145	137	141	141	135	134	132	100	74	58	41	31	6
	141	223	290	303	285	287	303	262	274	263	211	147	115	67	51	13

## SUMMARY OF ENROLLMENT.

High School.....	362
Grammar Classes.....	905
Primary Classes.....	1,636
Kindergarten .....	332

